

Delivering BTEC during Coronavirus (COVID-19)

September 2020 to August 2021



Equine Studies/Management

Guidance for BTEC Nationals and Technical Diploma

Teaching and learning guidance

Last updated 27 October 2020



Introduction

It is expected that COVID-19 will continue to impact upon teaching, learning and assessment through the academic year, impacting those learners who are part-way through their qualifications and those who are commencing this academic year. We are committed to ensuring that learners continue to benefit from the breadth of content of BTEC qualifications through adaptations in teaching and learning.

This document is intended to provide you with guidance for how you **might adapt delivery** for the sector's BTEC qualifications in the academic year of 2020-2021.

We continue to work with our regulators and relevant sector bodies on any possible adaptations or accommodations in line with the OFQUAL and DfE consultations.

Key aspects such as social distancing, safety, lost teaching time, subject content and practical activities have been considered from a sector perspective for your reference. However, it should be noted that all of the guidance provided here must only be followed within the context of the guidance issued by your own centre, relevant governing and industry bodies, local and national government.

For further advice and guidance, please refer to the Teaching, Learning and Assessment pages on [Pearson's website](#) or contact us [via the Customer Support portal](#).

We look forward to continuing to support you and your learners throughout this challenging time and wish you well for the coming year.



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Overview

Adaptations to Assessments in 2021

Please refer to the assessment section on the [2020/2021 Teaching and Assessment page](#), for adaptations to assessments and qualifications for the 2021 Academic Year. Here you will find:

- External Assessment Adaptations
- Tech Award Assessment Evidence Adaptations
- Work Experience and Employer Engagement
- Exam timetables
- FAQs

Please note that not all qualifications will be adapted, and it is important that you refer to the relevant adaptation guidance for 2021.

Some qualifications will not be adapted for one of the following reasons:

- An adaptation would impact the reliability and validity of the qualification
- The qualification is a licence to practice or primary purpose is progression to the workplace

Please note all adaptations apply to assessments completed by 31 July 2021.



Safety

Care is needed to carry out practical work which will probably require fewer learners taking part in any practical task at the same time. Having fewer learners on each practical task may make the situation safer. However, lone working should not be attempted.

Lost time teaching

Centres may want to focus on ensuring that the learners have an adequate foundation for the units that will be delivered in 2020-21. Learners will probably have missed some teaching during early to mid-2020 and tutors may need to in-fill as they deliver the programmes during 2020-21. This will require careful planning.

Flexibility of delivery and assessment

There is considerable latitude for the use of diverse delivery models and assessment models. Most assessments can employ written reports, presentations, posters, video or audio recordings and other methods and these can be used in remote delivery. Visits to animal care/management industries are valuable but not mandatory.

What is important to retain the validity of the sector's qualifications?

Practical work/tasks are fundamental to BTECs in Equine Studies/Management. This is essential for developing the proficiency in practical skills which is required in these vocational qualifications.

As contact time between staff and learners maybe limited, centres may find that they should use this time for practical work as theory can be delivered remotely. Centres may decide to deliver option units which do not require practical work in assessment.



Teaching and learning guidance

Unit Title	Remote delivery (✓ X)	Socially distanced (✓ X)	Comments
Pearson BTEC Level 2 Technical Diploma Equine Studies			
Unit 1: Equine Tack and Equipment	✓	✓	<p>Practical criteria can be assessed on a 1:1 basis (one candidate to one assessor) or small groups, where relevant National Government guidelines regarding social distancing and travel restrictions can be followed. Look to supply sufficient access to hand washing facilities and additional provision of hand sanitiser at key location points.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> <p>Consider the use of video evidence collected by the learner or the use of a remote video platform e.g. Teams to assess practical activities without the need to be present. Practical evidence is still to be supported by authenticated evidence.</p> <p>Criteria to help prepare for or evaluate performance for practical activities does not have to be assessed practically and could be assessed remotely e.g. written activity, video Q&A recorded by learner using set question paper provided by assessor. Centres can adapt internal Pearson assessments, where appropriate to accommodate for this. This could reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own horses or in a suitable industrial placement with expert witness statement and appropriate evidence.</p>



			<p>Look at where practical can be combined e.g. applying tack and equipment with riding horses on the flat.</p> <p>Consider where the activity takes place e.g. could it be done outside where there is more space and ventilation.</p> <p>Consider timing of unit e.g. winter will allow increased opportunity for rug practical and learners could be alternated to form smaller groups.</p> <p>Assessment of tack and checks on rugs could be remote via visual resources prepared by assessors.</p>
Unit 2: Introduction to Equine Biology and Health	✓	✓	<p>Online on demand examination that can be taken at different times by learners to allow social distancing.</p>
Unit 3: Equine Work Placement	✓	✓	<p>Some aspects can be taught and assessed remotely e.g. researching employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. stables. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p>



			<p>'In house' hours should be considered as a starting point for learners and be combined with further hours in an Equine based business i.e. rotate learners amongst the available providers and the facilities at the centre.</p> <p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. riding, plaiting, applying tack, rugs and equipment. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to collect evidence to reduce multiuser paper trails.</p>
Unit 4: Principles of Working with Horses	✓	✓	Online on demand examination that can be taken at different times by learners to allow social distancing.
Unit 5: Equine Preparation and Plaiting	✓	✓	<p>Please refer to general practical guidance on unit 1.</p> <p>Consider timing of unit e.g. summer will allow more opportunity for bathing and plaiting practical and learners could be alternated to form smaller groups. Learners with own horses or suitable work placement can collect evidence remotely.</p>
Unit 6: Practical Equine Behaviour	✓	✓	<p>This unit provides opportunity for remote learning and assessment where learners have access to a suitable range of horses/environments and/or the use of quality behavioural video footage.</p> <p>Learners can individually complete behavioural observations of horses. Or consider small groups where government guidelines can be met on social distancing and hygiene.</p>



Unit 7: Riding Horses on the Flat	✓	✓	Please refer to general practical guidance on unit 1. Consider running long and thin to allow more time to gain practical experience and collect evidence. Centres could use suitable external equine centres to provide riding instruction to enable smaller groups for riding lessons.
Unit 8: Practical Yard Duties	✓	✓	Synoptic unit so should be planned to be assessed at the end of the qualification when restrictions may be reduced. Ensuring sufficient access to hand washing facilities and additional provision of hand sanitiser at key location points. Assessed on a 1:1 basis (one candidate to one assessor) or small groups for Lunge and Ride; however relevant National Government guidelines regarding social distancing and travel restrictions must be followed. Where possible equipment can be rotated with suitable time frames between use. All equipment and surfaces should be appropriately cleaned and disinfected before and after use and between learners.
Pearson BTEC Nationals Equine Management (2016) RQF			
Unit 1: Equine Structure, Form and Function.	✓	✓	Assessed by exam. No practical in assessment. Can be delivered remotely to learners. Exam will be taken by learners in the centre.
Unit 2: Equine Diet and Nutrition	✓	✓	This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to spilt the class and have one group sit the task in the



			morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.
Unit 3: Managing Equine Disease	✓	✓	This unit is assessed by an externally set task which has no practical. This may be delivered remotely to learners. The examination timetable has a supervised window of one day so it may be possible to spilt the class and have one group sit the task in the morning and the other group could sit it in the afternoon/evening to support social distancing in the examination room and keep each set of learners separate.
Unit 4: Work Experience in the Equine Sector	✓	✓	<p>Some aspects can be taught and assessed remotely e.g. researching employment, applying for work experience and evaluation of work experience.</p> <p>Consider conducting any interviews via an online platform.</p> <p>Consider running this unit long and thin or assessing at the end of year/qualification to enable learners the maximum amount of time to complete required work experience hours. The specified number of work experience hours should be completed.</p> <p>The availability of work experience providers has been impacted by the current situation surrounding COVID-19 rules and regulations.</p> <p>Learners can be credited for hours from work completed 'in house' on the college/school facilities e.g. stables. This situation should be treated as a working environment with learners given a job description for the role they are expected to fulfil.</p> <p>'In house' hours should be considered as a starting point for learners and be combined with further hours in an Equine based business i.e. rotate learners amongst the available providers and the facilities at the centre.</p>



			<p>Whilst on work experience look to see how learners could collect practical evidence and witness statements to evidence other unit requirements e.g. riding, plaiting, applying tack, rugs and equipment. This will need to be planned to ensure that unit criteria are fully covered, and evidence is authentic and enables assessment.</p> <p>Work placements will need to be compliant with government restrictions and guidelines. Guidance for employers may be needed. Consider the use of online platforms to collect evidence to reduce multiuser paper trails.</p>
<p>Unit 5: Horse Tack, Equipment and Rugs</p>	✓	✓	<p>Practical criteria can be assessed on a 1:1 basis (one candidate to one assessor) or small groups, where relevant National Government guidelines regarding social distancing and travel restrictions can be followed. Look to supply sufficient access to hand washing facilities and additional provision of hand sanitiser at key location points.</p> <p>Plan for and use of PPE to limit risk of COVID as well as safety associated with working with animals.</p> <p>Consider the use of video evidence collected by the learner or the use of a remote video platform e.g. Teams to assess practical activities without the need to be present. Practical evidence is still to be supported by authenticated evidence.</p> <p>Criteria to help prepare for or evaluate performance for practical activities does not have to be assessed practically and could be assessed remotely e.g. written activity, video Q&A recorded by learner using set question paper provided by assessor. Centres can adapt internal Pearson assessments, where appropriate to accommodate for this. This could reduce contact and assessment time.</p> <p>Consider remote completion of tasks with submission of suitable evidence e.g. video. Tasks could be completed using learners' own horses or in a suitable industrial placement with expert witness statement and appropriate evidence.</p>



			<p>To at where practical can be combined e.g. applying tack and equipment with riding horses on the flat.</p> <p>Consider timing of unit e.g. winter will allow increased opportunity for rug practical and learners could be alternated to form smaller groups.</p> <p>Assessment of tack and checks on rugs could be remote via visual resources prepared by assessors.</p>
Unit 6: Equine Health and Husbandry	✓	✓	<p>Please refer to general practical guidance on unit 5.</p> <p>This unit will be holistically covered across various other units or at a relevant work placement. Assessment and teaching could be combined to reduce time and number of assessments required.</p> <p>Careful planning will need occur to ensure evidence created specifically covers criteria.</p>
Unit 7: Preparation and Presentation for Competition Disciplines	✓	✓	<p>Please refer to general practical guidance on unit 5.</p> <p>Consider timing of unit e.g. summer. Increased opportunity for practical allows learners to be alternated to form smaller groups.</p> <p>Learners with own horses or suitable work placement can collect evidence remotely.</p> <p>Or can be spread out long and thin to maximise opportunity to collect evidence.</p>
Unit 8: Equine Behaviour	✓	✓	<p>This unit provides opportunity for remote learning and assessment where learners have access to a suitable range of horses/environments and/or the use of quality behavioural video footage.</p> <p>Learners can individually complete behavioural observations of horses. Or consider small groups where government guidelines can be met on social distancing and hygiene.</p>



<p>Unit 9: Managing an Equine Yard Unit 10: Equine Business Management Unit 13: Managing an Equine Event</p>	✓	✓	<p>These units provide opportunities for remote learning and assessment.</p> <p>Consider an online equine event.</p>
<p>Unit 11: Horse Fitness Unit 12: Schooling Horses on the Flat</p>	✓	✓	<p>Please refer to general practical guidance on unit 5.</p> <p>Learners with suitable work placement might collect evidence remotely.</p> <p>Or consider spreading it out long and thin to maximise opportunity to collect evidence.</p>
<p>Unit 14: Theory of Training Horses</p>	✓	✓	<p>This unit provides opportunity for theoretical remote learning and assessment around training of horses. Consider the use of this unit where available in the programme to reduce practical content.</p>
<p>Unit 15: Riding Horses in the Open Unit 16: Ground Poles and Gridwork for Horses Unit 17: Show jumping and Cross-country Courses Unit 18: Estates Skills and Grassland Management Unit 19: Working Horses from the Ground Unit 20: Introduction to Equestrian Coaching</p>	✓	✓	<p>All these units include some form of practical element. Please refer to comments on Unit 4: regarding practical learning and assessment.</p> <p>Look at where evidence generated in one practical could be used to evidence criteria across a range of units to reduce assessment and contact time. Ensure this is planned and that the appropriate evidence for each criterion is generated and authentic.</p> <p>Learners with own horses or suitable work placement can collect evidence remotely.</p> <p>Or look how you could maximise opportunity to collect evidence.</p>



Unit 21: Equine Stud Management Unit 22: Managing Equine Injuries and Rehabilitation			
Unit 23: Investigative Research Project in the Equine Sector	✓	✓	This unit would lend itself to remote learning. Learners can select research projects to carry out independently abiding by government guidance and social distancing.
Unit 24: Practical Skills in Animal Science Unit 25: Animal Metabolism Unit 26: Equine Function at the Cellular Level	✓	✓	Aspects of these units can be carried out remotely with some practical lab work and assessment required with the use of specialised equipment. Consider rotating learners periodically between lab work and remote work to reduce class numbers and maintain social distancing.